

# School Leaders

PRINCIPALS



# IMPACT



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

The District of Columbia Public Schools Effectiveness  
Assessment System for School-Based Personnel

**2012**  
**2013**



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# LETTER FROM THE CHANCELLOR

Dear DCPS School Leader Community,

The 2012–13 school year represents a pivotal juncture for DC Public Schools. Last spring, Mayor Gray and I introduced *A Capital Commitment*, our ambitious plan to dramatically accelerate student achievement in the district over the next five years by providing all of our students with a safe, academically challenging, and inspiring learning experience.

I deeply believe that it will be **you** — the school leaders and educators working in our schools — who will lead us on the path to realizing the bold goals that we have set out to achieve by 2017.

But five years is a very short amount of time, and these goals will only become a reality if we make meaningful changes to the way we've done things in the past.

That is why this year we are introducing the 2012–13 version of School Leader IMPACT, which has been designed to:

## CAPITAL COMMITMENT GOALS



1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.



2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



3. At least 75% of incoming ninth graders will graduate from high school in four years.



4. 90% of students will say they like their school.



5. We will continue to increase student enrollment.

**Align the Student Achievement Goals with the Capital Commitment Goals and the Comprehensive School Plan.** Every year, I look forward to sitting down with each of you to reflect on your past year's performance and engage in data-driven goal setting for the upcoming year. This year, we will review how your annual school goals and the instructional strategies you have outlined in your Comprehensive School Plan will contribute to the achievement of the Capital Commitment Goals in five years. This long range focus will help us identify priority areas for each school year.

**Clarify the performance expectations for school leaders.** Two years of School Leader IMPACT data, along with extensive feedback from school leaders, educators, and senior district staff, told us that our definition of effectiveness for school leaders needed to be more rigorous and explicit. I have two children in DCPS, as do many of you, and I strongly believe that our mandate is to ensure that we would be proud to put our own children in any one of DCPS' 3,500 classrooms. But we aren't there yet. Beginning this year, you will be assessed based on the enhanced Leadership Framework (LF). We have removed the redundancies, organized the LF standards around key roles you are expected to play in successfully leading your schools, and delineated key quantitative and qualitative metrics that you and your instructional superintendent will monitor and use as evidence to support LF scores.

**Differentiate to recognize strong performers.** For the first time, you will receive an overall IMPACT rating — Highly Effective, Effective, Developing, and Ineffective — at the end of this year. This will allow us to more accurately identify high-performing school leaders, recognize their outstanding leadership, and identify ways to further leverage their talents. For example, Highly Effective and Effective school leaders will be considered for DCPS' Standing Ovation Awards, The Washington Post's Distinguished Educational Leadership Award, and other leadership awards. They will also be recommended for district leadership opportunities and tapped to help prepare future leaders for our schools. This differentiation reflects our belief that school leaders at different performance levels deserve different types of support and recognition.

**Support your development in new ways.** While IMPACT now brings higher expectations, it also brings expanded opportunities for support. This year, school leaders will have an opportunity to participate in a series of LF-aligned leadership development workshops that are facilitated by internal and external leadership development experts. School leaders will continue to participate in Leadership Academy sessions, which bring all school leaders together for collaborative learning based on our academic priorities. Also, experienced principals will be eligible to pursue a subsidized Executive Master's in Leadership through Georgetown University. Aspiring principals will have the opportunity to prepare for the principalship through the Mary Jane Patterson Fellowship, an internal leadership pipeline program launching in January 2013. We will continue to expand developmental opportunities for school leaders to build school-level leadership capacity.

School Leader IMPACT is just one district initiative that will see significant changes this school year; you will see *A Capital Commitment* driving everything that we do for the next five years as we work toward goals for our students that are ambitious — but absolutely achievable. I am honored to work alongside you as we pursue these goals with urgency and optimism.

Sincerely,



Kaya Henderson  
Chancellor, District of Columbia Public Schools



# PUTTING GROWTH FIRST

## How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective school leaders. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. You will receive formal feedback, including discussion of your strengths as well as your areas of growth, from your instructional superintendent twice each year. In addition, the current cluster structure guarantees regular formative feedback from your instructional superintendent, who is expected to be in your schools at least once every two weeks. You will also be able to view comments about your performance at mid-year and end-of-year by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss school leader performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate professional learning opportunities for school leaders, through Leadership Academy sessions and through more targeted professional development.
- **Retaining Great People** — Highly effective school leaders help everyone improve, including students, teachers, and staff members. IMPACT will identify our highest performing school leaders and enable DCPS to recognize them.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With outstanding school leaders in every school, an outstanding teacher in every classroom, and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.





Michael DeAngelis



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# OVERVIEW

As a school leader, you set the tone, culture, and strategic direction for your school. Your leadership is a critical factor for driving student achievement by putting the necessary relationships, structures, and systems in place each year.

## What were the guiding principles for the School Leader IMPACT redesign process?

When revising the School Leader IMPACT system, we followed these guiding principles to ensure that these revisions led to a well-designed, rigorous evaluation system:

- **Student Achievement-Focus:** Focus school leaders' energy on student learning
- **Simplicity:** Understand DCPS' expectations and priorities for school leader performance
- **Transparency:** Understand all aspects of the process, especially how human capital decisions are made
- **Consistency:** Experience the same process across clusters, levels, and positions

## What are the IMPACT components for principals?

Your evaluation as a principal is made up of the following two categories: Student Achievement Goals and Leadership Framework Standards. The evaluation components emphasize the importance of both student achievement growth and the leadership practices that demonstrate your impact on your students and your school community. Each is explained in greater detail in the following sections of this guidebook.

### Student Achievement Goals

- **DC CAS Proficiency Goals (DPG)** — This is a measure of all of your students' learning over the course of the year, as evidenced by the growth in the percentage of students who are at the proficient and advanced performance levels in reading and mathematics on the DC Comprehensive Assessment System (DC CAS).
- **DC CAS Subcategory Goals (DSG)** — This is a measure of a prioritized group of students' learning over the course of the year, as evidenced by the growth in the percentage of these targeted students who are at the proficient and advanced performance levels in reading and mathematics on the DC CAS.
- **School-Specific Goal (SSG)** — This is a measure of your students' learning over the course of the year that will address a high need area for the school's overall success. The DC CAS or other rigorous assessments can be used as evidence. The focus can be on increasing student achievement and/or aspects of the school culture that will ultimately help drive student learning.

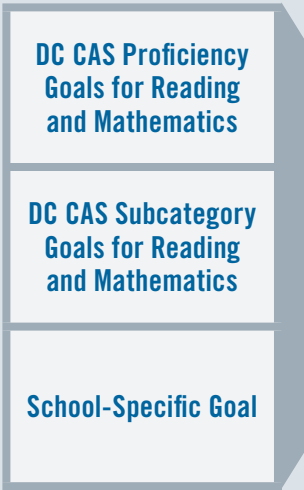
### Leadership Framework Standards

- **Leadership Framework Assessments (LF)** — This is a measure of the effectiveness of your leadership practices on improving student learning. Leadership Framework Assessments will include both qualitative and quantitative measures of your impact on your school and your students along six key standards: Instruction, Talent, School Culture, Operations, Family & Community, and Personal Leadership.



# IMPACT COMPONENTS FOR PRINCIPALS

## Student Achievement Goals



## Leadership Framework Standards



### What types of student achievement goals will principals set?

Each student achievement goal emphasizes a different aspect of a principal's impact on student performance and will help the district ultimately meet our five-year Capital Commitment Goals. Each type of student achievement goal is described in more detail below.

- **DC CAS Proficiency Goals (DPG)** — You will set two annual school goals focused on increasing the percentage of your students who perform at the proficient and advanced levels on the DC CAS — one goal for reading and the other for mathematics.

#### Examples of DPG:

- **Goal #1:** Increase the percentage of all students at the proficient/advanced performance level on the DC CAS in Reading — with a target of 80%
- **Goal #2:** Increase the percentage of all students at the proficient/advanced performance level on the DC CAS in Mathematics — with a target of 65%

- **DC CAS Subcategory Goals (DSG)** — You will set two annual school goals focused on a high-need segment of your school's student population — preferably one goal for reading and the other for mathematics. Your goals will follow one of these three options:

- Increase the percentage of students at the advanced performance level on the DC CAS (recommended for schools with a majority of students at the proficient/advanced performance level)
- Decrease the percentage of students at the below basic performance level on the DC CAS (recommended for schools with a majority of students at the basic/below basic performance level)
- Increase the percentage of students at proficient/advanced performance level on the DC CAS for one of the NCLB-defined subgroups or specific DC CAS targeted grade levels (recommended for schools with a high number of under-performing students in a particular subgroup or grade level)

High School (HS) principals have the following additional options for setting student achievement goals (student achievement metrics that are not focused on outcomes from the DC CAS):

- Increase promotion rate of all ninth graders
- Increase the percentage of four-year HS students on track to graduate
- Increase the percentage of first-time ninth graders passing Algebra I
- Increase the percentage of first-time ninth graders passing English I
- Increase the percentage of students scoring 3, 4 or 5 on AP Exams

#### Examples of DSG:

- **Goal #3:** Increase the percentage of Special Education students at the proficient/advanced performance level on the DC CAS in Reading — with a target of 38%
- **Goal #4:** Increase the percentage of Special Education students at the proficient/advanced performance level on the DC CAS in Mathematics — with a target of 40%

- **School-Specific Goal (SSG)** — You will set one or two annual school goals that address a high need area for your school's overall success. Your School-Specific Goal(s) should focus on increasing student achievement as evidenced by the DC CAS or other rigorous assessments or improving a key aspect of the school culture that will help improve student learning. You can set a second School-Specific Goal, as appropriate and/or as determined through conversations with your instructional superintendent and the chancellor, but it is not required. Each year, you may focus on a different area of need as outlined by your annual strategic plan. Examples of student achievement metrics you can use to set this goal include TRC, DIBELS, PIA6, SRI, Star Math, ACCESS, PSAT, Algebra I pass rate, and English I pass rate. Examples of school culture metrics you can use to set this goal include attendance, truancy, and suspension targets. These goals should be set based on centrally tracked data whenever possible.

#### Examples of SSG:

- **Goal #5:** Increase the percentage of students proficient in reading as measured by TRC — with a target of 70%
- **Goal #6 (Optional):** Decrease the percentage of truant students — with a target of 2%

## What types of goals will alternative school principals set?

Each principal at a STAY school or a placement school will set three to four student achievement goals that will help the district ultimately meet its five-year Capital Commitment Goals. Each type of student achievement goal alternative school principals will set is described in more detail below.

- **Student Achievement Goals (SAG)** — You will set two annual Student Achievement Goals. The first goal should focus on achieving an increase in a percentage of students demonstrating growth in reading on the SRI. The second goal should focus on achieving an increase in a percentage of students demonstrating growth in mathematics on Star Math Assessment.

#### Examples of SAG for Alternative Schools:

- **Goal #1:** 50% of students increase 100 Lexile points or more as measured by SRI
- **Goal #2:** 70% of students functioning below a 5th grade level demonstrate consistent levels of growth over a five-month span on the Star Math Assessment

- **School-Specific Goal (SSG)** — You will set one or two goals that address a high need area for the school's overall success. Your School-Specific Goal should focus on increasing student achievement or improving a key aspect of the school culture that will help improve student learning. You can set a second School-Specific Goal, as appropriate and/or as determined through conversations with your instructional superintendent and the chancellor, but it is not required. Each year, you may focus on a different area of need as outlined by your annual strategic plan. Examples of goals you can set include:
  - Increase the number of Career and Technical Education (CTE) certificates earned
  - Increase the number of alternative diplomas earned
  - Increase student retention in CTE courses by semester
  - Increase CTE enrollment rate
  - Increase student in-seat attendance rate

#### Examples of SSG for Alternative Schools:

- **Goal #3:** 50% increase in the number of students who receive a CTE certification
- **Goal #4 (Optional):** 100% of eligible candidates meet the criteria for a high school diploma graduate

### What are DCPS' core expectations for school leaders?

As the public face of their schools and the district, principals are expected to model integrity, ethics, and professionalism. They must embody the belief that every child can achieve at high levels and work every day to build their school into a caring and supportive community. School leaders must ensure that each of their actions, without exception, meets the highest legal and ethical standards. They must do everything in their power to protect children from harm or abuse. They must also treat students, parents, teachers, and other community members as valued partners, showing respect, humility, and integrity in all of their interactions.

### What is the Leadership Framework?

Building on these core expectations, the Leadership Framework (LF) defines effective school leadership within DCPS. It outlines the key leadership strategies and practices that we believe lead to increased student achievement. As the graphic to the right illustrates, the framework has six Leadership Framework standards. The six LF standards are: Instruction, Talent, School Culture, Operations, Family & Community, and Personal Leadership.

### Why do we need a Leadership Framework?

The Leadership Framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective leadership practices, which enables us to align all of our professional development to these six standards. Second, it provides clear expectations for school leaders, thereby creating the foundation for a comprehensive evaluation system like School Leader IMPACT.

### Who initially developed the Leadership Framework?

School leaders, DCPS central office staff members, and many others participated in the development of the Leadership Framework during the 2010–11 school year. As part of that process we consulted numerous sources, including:

- Council of Chief State School Officers' *Interstate School Leaders Licensure Consortium*
- Denver's *School Performance Framework*
- Douglas Reeves' *Assessing Educational Leaders*
- Georgia Leadership Institute for Instructional Improvement's *The 8 Roles of School Leaders*
- Kati Haycock's *Closing the Achievement Gap*
- Linda Darling-Hammond's *Excellent Teachers Deserve Excellent Leaders*
- Louisiana's *Standards for School Principals*
- National Association of Elementary School Principals' *Standards for What Principals Should Know and Be Able To Do*
- National Association of Secondary School Principals' *Leadership Skills Assessment*
- National Board of Professional Teaching Standards' *Core Propositions for Accomplished Educational Leaders*
- New Leaders for New Schools' *Evaluating Principals*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Palo Alto's *Leadership Standards for Principals*
- Pittsburgh's *Pittsburgh Urban Leadership System for Excellence (PULSE)*
- Robert Marzano et al.'s *Balanced Leadership*

## LEADERSHIP FRAMEWORK FOR PRINCIPALS



Note: "Instruction" will be assigned a weight of 25% while the other LF standards will be weighted at 15%.



- Robert Marzano et al.'s *School Leadership that Works*
- Southern Regional Education Board's *SREB Critical Success Factors for Principals*
- Southern Regional Education Board's *The District Leadership Challenge*
- Stephen Davis & Michelle LaPointe's *Effective Schools Require Effective Principals*
- Walton Foundation's *School Leadership Study: Developing Successful Principals*

## What was the process for revising the Leadership Framework?

Our revision process involved gathering feedback from a wide array of stakeholders, including instructional superintendents, principals, assistant principals, teachers, and central office staff members. We also researched the school leader evaluation systems and leadership frameworks of other school districts, state educational agencies, and charter management organizations to glean insights and spark new ideas. Specific sources we consulted during the revision process include:

- City Schools' *School Leader Effectiveness Rubric*
- Georgia's *School Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Framework and Competency Model*
- Kyla L. Wahlstrom et al.'s *Investing the Links to Improved Student Learning*
- Marzano Center's *Marzano School Leadership Evaluation Model*
- Massachusetts' *A New Framework for Leadership Standards*
- Mike Schmoker's *Results Now*
- Montgomery County's *Principal Standards*
- North Carolina & McREL's *Principal and Assistant Principal Evaluation Process*
- New York City's *Quality Review Rubric*
- New York City's *School Leadership Competencies*
- Ohio's *Standards for Principals*
- Research for Better Teaching's *The Skillful Leader*
- Rich Halverson & University of Wisconsin-Madison's *School Leadership Rubrics*
- The New Teacher Project's *The Irreplaceables*

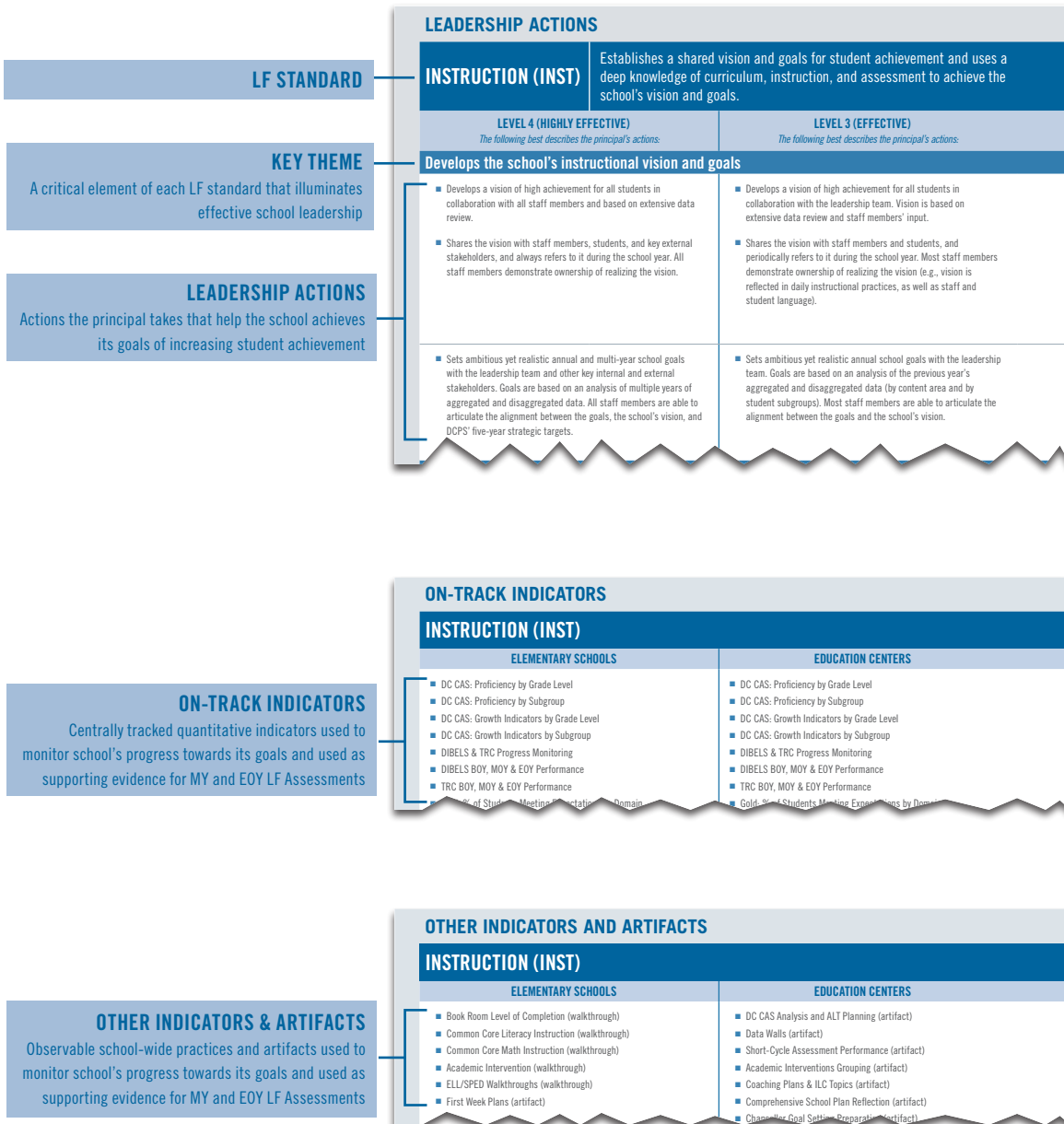
## How has the Leadership Framework changed?

Over the course of two years of implementing the School Leader IMPACT system, we received extensive feedback on how to improve the first version of the Leadership Framework in order to make it clearer, fairer, and more reflective of best practices. To that end, we made the revisions described below.

- **The revised framework is more streamlined.** Many instructional superintendents and school leaders shared that some of the 11 LF standards overlapped and certain skills were assessed in multiple places (e.g., management of resources, change management). In the revised framework, we have reduced the number of LF standards to six and eliminated specific instances of overlap across standards. However, some instances of overlap remain in the framework to emphasize the importance of select leadership practices, such as data-driven decision-making, relationship building, and leadership team capacity building. The Personal Leadership standard also consists of four core leadership skills that we believe you need to demonstrate in all that you do as a school leader in order to be successful. For example, your ability to communicate effectively is essential whether you are cultivating relationships with families and communities, engaging your key talent, or establishing a strong school culture.
- **The revised framework raises expectations and provides more detailed descriptions of leadership practices.** During the revision process, we realized that in order to meet our ambitious Capital Commitment Goals we needed to raise the bar for what we expect from school leaders in improving student learning. To that end, we have made Level 3 and Level 4 descriptions more rigorous. However, we also recognized that school leaders cannot do this work alone. Thus, we have emphasized the school leaders' need to exercise distributive leadership through building leadership capacity and leveraging diverse talents at their schools. Furthermore, in the revised framework, there are many more explicit and concrete descriptions of what we expect school leaders to demonstrate along the six enhanced LF standards, which will help instructional superintendents to provide more detailed feedback to help improve your performance.
- **The revised framework places greater weight on instruction.** "Instruction" will be assigned a weight of 25% while the other LF standards will be weighted at 15%. Giving more weight to "Instruction" recognizes the importance of your leadership in improving teaching and learning at your schools and in helping the district meet its Capital Commitment Goals.
- **The revised framework includes a new title for Level 2 performance.** Level 2 was previously designated Minimally Effective and is now titled Developing. The new designation signals that receiving Level 2 score does not mean that you are significantly below expectations but that you are experiencing some challenges and/or struggles in this standard and may need additional support to improve in this area.
- **The revised framework delineates a set of indicators and artifacts that can be used as evidence.** Many of you have told us that you want your LF assessments to be based on not just the instructional superintendents' observations of your leadership practices but also on concrete supporting data available throughout the school year. Providing the additional data-driven evidence to support LF scores is crucial because you and your instructional superintendents will be able to draw clearer links between your leadership actions and the impact of your actions on key outcomes such as student learning, school operations, and staff retention. This is also important because LF scores will be a key determinant in the reappointment decision-making process, which will take place before the DC CAS results become available in the summer. Moreover, to ensure alignment with other processes, we made sure that these indicators are the same indicators used in the monthly School Performance Management calendar and process rolled out over the summer. This will help to focus principals and instructional superintendents on the same data points and progress measures throughout the school year.

## How is the revised Leadership Framework rubric structured?

For each LF standard, the rubric outlines key themes, detailed descriptions for each performance level along each key theme, and performance indicators.





Michael DeAngelis



Bel Perez Gabilondo



Michael DeAngelis



## LEADERSHIP ACTIONS

## INSTRUCTION (INST)

Establishes a shared vision and goals for student achievement and uses a deep knowledge of curriculum, instruction, and assessment to achieve the school's vision and goals.

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Develops the school's instructional vision and goals

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Develops a vision of high achievement for all students in collaboration with all staff members and based on extensive data review.</li> <li>■ Shares the vision with staff members, students, and key external stakeholders, and always refers to it during the school year. All staff members demonstrate ownership of realizing the vision.</li> </ul>                           | <ul style="list-style-type: none"> <li>■ Develops a vision of high achievement for all students in collaboration with the leadership team. Vision is based on extensive data review and staff members' input.</li> <li>■ Shares the vision with staff members and students, and periodically refers to it during the school year. Most staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language).</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Sets ambitious yet realistic annual and multi-year school goals with the leadership team and other key internal and external stakeholders. Goals are based on an analysis of multiple years of aggregated and disaggregated data. All staff members are able to articulate the alignment between the goals, the school's vision, and DCPS' five-year strategic targets.</li> </ul> | <ul style="list-style-type: none"> <li>■ Sets ambitious yet realistic annual school goals with the leadership team. Goals are based on an analysis of the previous year's aggregated and disaggregated data (by content area and by student subgroups). Most staff members are able to articulate the alignment between the goals and the school's vision.</li> </ul>  |

## Oversees effective school- and classroom-level planning

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>■ Collaborates with key internal and external stakeholders (e.g., LSAT, PTA, families) to develop a comprehensive school plan (CSP) that clearly indicates how the school's goals will be achieved. CSP consists of high-impact improvement strategies that will help increase student achievement.</li> <li>■ Oversees CSP implementation by creating clear systems and frequent opportunities to communicate with staff members, students, and families about the school's goals and progress towards them.</li> </ul> | <ul style="list-style-type: none"> <li>■ Collaborates with the leadership team and other staff members to develop a comprehensive school plan (CSP) that clearly indicates how the school's goals will be achieved. CSP consists of high-impact improvement strategies that will help increase student achievement.</li> <li>■ Monitors CSP implementation by periodically reviewing progress towards the school's goals with the leadership team.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Creates strong collaborative planning structures and provides ample time for all teachers to work together on classroom-level instructional planning and share high-impact instructional strategies through professional learning communities or peer coaching. All teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to the DCPS scope and sequence documents and unit overviews.</li> </ul>                               | <ul style="list-style-type: none"> <li>■ Creates adequate collaborative planning structures and schedules for most teachers to effectively work together on classroom-level instructional planning. Most teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to the DCPS scope and sequence documents and unit overviews.</li> </ul>                                 |



LEVEL 2 (DEVELOPING) <i>The following best describes the principal's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>■ Develops a vision of high achievement for all students, using some data and staff input.</li> <li>■ Shares the vision with staff members, but rarely refers to it during the school year. Some staff members are able to describe their role in realizing the vision.</li> </ul>	<ul style="list-style-type: none"> <li>■ Develops a vision of high achievement for all students with minimal data or staff input, but does not share it with others (e.g., vision may be posted on a school wall but is not reflected in anyone's actions or language).</li> </ul>
<ul style="list-style-type: none"> <li>■ Sets unambitious annual school goals, using easily accessible data. Some staff members are able to articulate the link between the goals and the school's vision.</li> </ul>	<ul style="list-style-type: none"> <li>■ Sets arbitrary annual school goals and cannot effectively articulate how student achievement will need to improve to meet the goals and the school's vision.</li> </ul>
<ul style="list-style-type: none"> <li>■ Develops a comprehensive school plan (CSP) that gives generally clear indication of how the school's goals will be achieved based on some staff input. CSP consists of similar improvement strategies to those used in the past, including some that previously yielded minimal impact on student achievement.</li> <li>■ Monitors CSP implementation at specific times (e.g., when important data becomes available or when key stakeholders ask about school's progress towards its goals).</li> </ul>	<ul style="list-style-type: none"> <li>■ Independently develops the comprehensive school plan (CSP), reusing content from previous year's CSP and seeking input from others only out of compliance.</li> <li>■ Rarely or never monitors CSP implementation.</li> </ul>
<ul style="list-style-type: none"> <li>■ Creates adequate collaborative planning structures and schedules for some teachers to effectively work together on classroom-level instructional planning. Some teachers use the collaborative planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments that are aligned to the DCPS scope and sequence documents and unit overview. Other teachers, despite the lack of support, find time to work together on instructional planning or work independently.</li> </ul>	<ul style="list-style-type: none"> <li>■ Provides little or no structures and time for most teachers to work together on classroom-level instructional planning. Most teachers are left to work independently on standards-based unit plans, daily lesson plans, and short-cycle assessments.</li> </ul>

## LEADERSHIP ACTIONS

### INSTRUCTION (INST)

#### LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

#### LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

#### Ensures effective classroom instruction

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices <i>[Same as Level 3]</i>.</li> <li>Encourages peer-to-peer classroom observations to share feedback on each other's instructional practices.</li> <li>Leverages each teacher's instructional strengths for maximum impact and collaborates with internal and external instructional experts to address each teacher's key areas of growth with differentiated coaching and support. High-impact instructional practices are demonstrated in every classroom and across all content areas.</li> </ul> | <ul style="list-style-type: none"> <li>Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices.</li> <li>Provides differentiated coaching and support for teachers who work in high-priority content areas based on their key areas of growth. High-impact instructional practices are demonstrated in classrooms focused on high-priority content areas.</li> </ul> |
| <ul style="list-style-type: none"> <li>Leverages a team of internal and/or external instructional experts to conduct a comprehensive needs assessment, and design and deliver targeted professional development focused on helping teachers increase student achievement in their classrooms. Professional development is fully aligned to the school's goals.</li> </ul>  | <ul style="list-style-type: none"> <li>Empowers a team of internal instructional experts (e.g., high-performing teachers, instructional coaches, administrators, OCAO content experts) to own the design and delivery of professional development that helps teachers understand and apply high-impact instructional practices in their classrooms. Professional development is mostly aligned to the school's goals.</li> </ul>  |

#### Establishes a culture of data-driven instruction

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Clearly and consistently communicates the expectations that teachers need to independently and collaboratively analyze formative and summative data (including student work) to inform instruction <i>[Same as Level 3]</i>.</li> <li>Creates a culture of data driven instruction by finding authentic opportunities to review and discuss key data trends as a whole school, and uses data to guide school-wide decisions regarding curriculum, instruction, and professional development. All teachers are able to identify and implement targeted academic or socio-emotional interventions that address the diverse needs of all of their students.</li> </ul> | <ul style="list-style-type: none"> <li>Clearly and consistently communicates the expectations that teachers need to independently and collaboratively analyze formative and summative data (including student work) to inform instruction.</li> <li>Empowers the leadership team to coach struggling teachers on how to analyze and interpret data, as well as modify instruction, as needed, to accelerate student learning. Most teachers are able to differentiate instruction that meets the specific needs of all of their students.</li> </ul> |
|--|--|

LEVEL 2 (DEVELOPING) <i>The following best describes the principal's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>Sometimes conducts informal classroom observations of struggling teachers to understand the key instructional areas in which they are having difficulty in order to help them improve.</li> <li>Provides general support for teachers on how to improve instructional practices. High-impact instructional practices are demonstrated in some classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Conducts classroom observations mostly for formal evaluation and rarely or never conducts informal classroom observations to help teachers improve their instructional practices.</li> <li>Provides limited to no coaching and support to teachers on how to improve instructional practices. High-impact instructional practices are demonstrated in few classrooms.</li> </ul>
<ul style="list-style-type: none"> <li>Sometimes offers general professional development to teachers with some support from instructional coaches. Professional development is minimally aligned to the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never provides professional development to teachers, such that teachers must find or create many of their own professional learning opportunities. Professional development is not aligned to the school's goals.</li> </ul>
<ul style="list-style-type: none"> <li>Communicates the expectation that teachers need to analyze formative and summative data to inform instruction, but does not provide adequate support to teachers on how to analyze and interpret data or modify instruction. Some teachers are able to differentiate instruction based on the data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Does not clearly or consistently communicate the expectation that teachers need to analyze formative or summative data. Few teachers use data to inform instruction.</li> </ul>

## ON-TRACK INDICATORS

## INSTRUCTION (INST)

ELEMENTARY SCHOOLS	EDUCATION CENTERS
<ul style="list-style-type: none"> <li>■ DC CAS: Proficiency by Grade Level</li> <li>■ DC CAS: Proficiency by Subgroup</li> <li>■ DC CAS: Growth Indicators by Grade Level</li> <li>■ DC CAS: Growth Indicators by Subgroup</li> <li>■ DIBELS &amp; TRC Progress Monitoring</li> <li>■ DIBELS BOY, MOY &amp; EOY Performance</li> <li>■ TRC BOY, MOY &amp; EOY Performance</li> <li>■ Gold: % of Students Meeting Expectations by Domain</li> <li>■ mClass Usage</li> <li>■ Paced Interim Assessment Performance</li> </ul>	<ul style="list-style-type: none"> <li>■ DC CAS: Proficiency by Grade Level</li> <li>■ DC CAS: Proficiency by Subgroup</li> <li>■ DC CAS: Growth Indicators by Grade Level</li> <li>■ DC CAS: Growth Indicators by Subgroup</li> <li>■ DIBELS &amp; TRC Progress Monitoring</li> <li>■ DIBELS BOY, MOY &amp; EOY Performance</li> <li>■ TRC BOY, MOY &amp; EOY Performance</li> <li>■ Gold: % of Students Meeting Expectations by Domain</li> <li>■ mClass Usage</li> <li>■ Paced Interim Assessment Performance</li> <li>■ Read 180: Average Software Usage</li> <li>■ Read 180: % of Students Making Adequate Growth</li> <li>■ % of Students Passing All Courses</li> <li>■ % of 8th Graders Passing Algebra I</li> <li>■ Think Through Math (Apangea): % of Students Making Growth</li> <li>■ Think Through Math (Apangea) Enrolled &amp; Scheduled</li> <li>■ MIND ST Math Enrolled &amp; Scheduled</li> </ul>

*Note: Instructional superintendents will receive data reports containing these On-Track Indicators in November/December and in March/April to inform their Mid-Year and End-of-Year LF Assessments. Principals will also receive the same data reports and refer to these On-Track Indicators to complete their Self-Assessments. These indicators are tracked by SPDI.*

## OTHER INDICATORS AND ARTIFACTS

## INSTRUCTION (INST)

ELEMENTARY SCHOOLS	EDUCATION CENTERS
<ul style="list-style-type: none"> <li>■ Book Room Level of Completion (walkthrough)</li> <li>■ Common Core Literacy Instruction (walkthrough)</li> <li>■ Common Core Math Instruction (walkthrough)</li> <li>■ Academic Intervention (walkthrough)</li> <li>■ ELL/SPED Walkthroughs (walkthrough)</li> <li>■ First Week Plans (artifact)</li> </ul>	<ul style="list-style-type: none"> <li>■ DC CAS Analysis and ALT Planning (artifact)</li> <li>■ Data Walls (artifact)</li> <li>■ Short-Cycle Assessment Performance (artifact)</li> <li>■ Academic Interventions Grouping (artifact)</li> <li>■ Coaching Plans &amp; ILC Topics (artifact)</li> <li>■ Comprehensive School Plan Reflection (artifact)</li> <li>■ Chancellor Goal Setting Preparation (artifact)</li> </ul>

*Note: Instructional superintendents will review these other performance indicators that are not tracked by SPDI and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*

MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>■ DC CAS: Proficiency by Grade Level</li> <li>■ DC CAS: Proficiency by Subgroup</li> <li>■ DC CAS: Growth Indicators by Grade Level</li> <li>■ DC CAS: Growth Indicators by Subgroup</li> <li>■ Paced Interim Assessment Performance</li> <li>■ Read 180: Average Software Usage</li> <li>■ Read 180: % of Students Making Adequate Growth</li> <li>■ % of Students Passing All Courses</li> <li>■ % of 8th Graders Passing Algebra I</li> <li>■ Think Through Math (Apangea): % of Students Making Growth</li> <li>■ Think Through Math (Apangea) Enrolled &amp; Scheduled</li> <li>■ MIND ST Math Enrolled &amp; Scheduled</li> </ul>	<ul style="list-style-type: none"> <li>■ DC CAS: Proficiency by Grade Level</li> <li>■ DC CAS: Proficiency by Subgroup</li> <li>■ DC CAS: Growth Indicators by Grade Level</li> <li>■ DC CAS: Growth Indicators by Subgroup</li> <li>■ EOY Data Points (Disaggregate by Grade, Gender, Race, SPED, ELL): Final Grades Analysis</li> <li>■ Paced Interim Assessment Performance</li> <li>■ Eligibility: # &amp; % of Students With Above 2.0 GPA from Previous Yr.</li> <li>■ Eligibility Marking Period 1: # &amp; % of Students Above 2.0 GPA; Examine First Time 9th Graders</li> <li>■ Algebra I: # &amp; % of Students Completing</li> <li>■ Algebra, Geometry &amp; English: # &amp; % of Students Earning a C or Better</li> <li>■ Honors/Advanced Placement: # &amp; % of Students Enrolled for Next Yr.</li> <li>■ Program Interventions: # &amp; % of Students Identified &amp; Enrolled</li> <li>■ Rigorous Courses: # &amp; % of Students Enrolled</li> <li>■ SAT Results for Last Year's Graduating Seniors: Participation &amp; Performance of Students</li> </ul>

MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>■ PSAT: Participation of 9th &amp; 10th Graders</li> <li>■ PSAT/SAT: Participation &amp; Performance of Students</li> <li>■ October SAT Results: Participation &amp; Performance of Students</li> <li>■ November SAT Administrations: # &amp; % of Students Registered to Take the Test</li> <li>■ Progress Reports: Distribution &amp; Analysis of Potential Failures</li> </ul>	<ul style="list-style-type: none"> <li>■ Paced Interim Assessment: Data Review &amp; Analysis of Most Recent Administration &amp; Re-Teaching Plans</li> <li>■ Informal &amp; Formal Classroom Observations</li> <li>■ Classroom Observation of Teaching Strategies: Common Core Math &amp; Literacy</li> <li>■ Community Service Hours: Ensure that All 12th Graders Are on Track</li> </ul>



## LEADERSHIP ACTIONS

## TALENT (TAL)

Attracts, selects, develops, and retains key talent to maximize staff members' performance and student learning.

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Identifies and strategically places outstanding talent

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Always stays abreast of all of the school's current and upcoming vacancies and quickly fills all vacancies. As a result, always hires high-quality candidates for all roles.</li> <li>■ Uses all available avenues, including DCPS' central recruitment and staffing team, to find high-quality candidates.</li> <li>■ Leverages DCPS' central and school-based selection processes to screen all candidates.</li> </ul> | <ul style="list-style-type: none"> <li>■ Prioritizes filling critical vacancies early, resulting in hiring high-quality candidates for these positions.</li> <li>■ Leverages DCPS' central and school-based recruitment and selection processes to find and screen most candidates.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Engages in annual reviews of staff assignments to ensure that all staff members are in positions that best suit their skillsets, areas of expertise, and passions to maximize student learning outcomes, even if this requires significant changes to current placements.</li> </ul>   | <ul style="list-style-type: none"> <li>■ Strategically places new staff members where their individual skillsets can be best used to help increase student achievement, even if this requires some changes to current placements.</li> </ul>   |



Andrea Leoncavallo

## LEVEL 2 (DEVELOPING)

*The following best describes the principal's actions:*

- Delays filling vacancies, resulting in hiring some low-quality candidates.
- Leverages DCPS' central and school-based recruitment and selection processes to find and screen some candidates.
- Places new staff members in vacant roles with some considerations as to where each of them can help increase student achievement, but without making necessary staffing changes when they are critical to the school's success.

## LEVEL 1 (INEFFECTIVE)

*The following best describes the principal's actions:*

- Makes last-minute hiring decisions to fill vacancies based on available candidates, resulting in hiring many low-quality hires.
- Rarely or never leverages DCPS' central or school-based recruitment and selection processes, but instead relies on personal networks to find and screen candidates in an ad-hoc fashion.
- Places new staff members in vacant roles in an ad-hoc fashion.



Andy Le



Tiffani Burgess

## LEADERSHIP ACTIONS

## TALENT (TAL)

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Evaluates staff members, provides support, and removes low performers

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>■ Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures <i>[Same as Level 3]</i>.</li> <li>■ Always shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.</li> <li>■ Collaborates with assistant principal(s), as applicable, to strategically determine who will complete which staff members' evaluations before the beginning of the school year, factoring in each assistant principal(s)' strengths and areas of growth.</li> </ul> | <ul style="list-style-type: none"> <li>■ Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures.</li> <li>■ Almost always shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.</li> </ul>   |
| <ul style="list-style-type: none"> <li>■ Cultivates and maintains positive interpersonal relationships with almost all staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.</li> <li>■ Is able to describe all staff members' key strengths and areas of growth <i>[Same as Level 3]</i>.</li> <li>■ Creates a learning and development culture that empowers staff members to take the initiative to share their areas of growth and to lead their own professional learning communities.</li> </ul>              | <ul style="list-style-type: none"> <li>■ Cultivates and maintains positive interpersonal relationships with most staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.</li> <li>■ Is able to describe all staff members' key strengths and areas of growth.</li> <li>■ Empowers the leadership team to provide school-wide or targeted professional development opportunities, as appropriate, to leverage staff members' strengths, as well as address their areas of growth.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed <i>[Same as Level 3]</i>.</li> <li>■ Always counsels out, or uses IMPACT to dismiss, consistently low performers <i>[Same as Level 3]</i>.</li> <li>■ Does not rely on excessing, reductions-in-force, or other mechanisms to remove underperforming staff members.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed.</li> <li>■ Always counsels out, or uses IMPACT to dismiss, consistently low performers.</li> </ul>   |

## LEVEL 2 (DEVELOPING)

*The following best describes the principal's actions:*

- Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures, but conducts evaluations as more of a compliance activity (e.g., misses the opportunities to clarify high expectations or provide coaching during post observation conferences, uses the same supporting evidence for multiple staff members).
- Sometimes shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.

- Cultivates and maintains positive interpersonal relationships with some staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.
- Is able to summarize common strengths and areas of growth across all staff members.
- Provides school-wide professional development opportunities that address staff members' top common areas of growth.

- Avoids giving feedback, as well as having difficult conversations with low performers by giving higher than appropriate IMPACT ratings.
- Documents poor performance based on formal and informal observations, but struggles to determine when dismissal is necessary.

## LEVEL 1 (INEFFECTIVE)

*The following best describes the principal's actions:*

- Violates one or more IMPACT policies and procedures while completing staff members' evaluations.
- Rarely or never provides effective supporting evidence for IMPACT ratings or suggestions for improvement.

- Does not establish positive interpersonal relationships with most staff members, such that they do not feel valued nor do they believe their work matters in achieving the school's goals. Has negative rapport with a few staff members.
- Has a limited or no sense of staff members' strengths and areas of growth.
- Provides little or no school-wide professional development to staff members.

- Rarely or never gives feedback to low performers and does not dismiss consistently low performers.



## LEADERSHIP ACTIONS

## TALENT (TAL)

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Retains key staff and builds leadership capacity

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>■ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school <i>[Same as Level 3]</i>.</li> <li>■ Identifies and develops high performers with leadership potential for key school or district leadership roles (e.g., giving them opportunities to work on stretch assignments, coach others, lead task forces). The result is the retention of all high performers except for those who are promoted, retire, or resign for reasons unrelated to the school.</li> </ul> | <ul style="list-style-type: none"> <li>■ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school. The result is the retention of most high performers.</li> </ul>   |
| <ul style="list-style-type: none"> <li>■ Identifies and cultivates a highly effective leadership team that has the credibility and skillset to keep the school effectively driving towards its goals even in the principal's absence.</li> <li>■ Actively coaches all leadership team members to strengthen their leadership skills and engages in school-based succession planning.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Identifies leadership team members with complementary skillsets and working styles. Structures an effective team with clear norms, roles, and responsibilities, such that team members work well together to achieve the school's goals.</li> <li>■ Actively coaches most leadership team members to strengthen their leadership skills.</li> </ul> |



<b>LEVEL 2 (DEVELOPING)</b> <i>The following best describes the principal's actions:</i>	<b>LEVEL 1 (INEFFECTIVE)</b> <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>■ Recognizes high performers by showing public and individual appreciation for their accomplishments in helping to achieve the school's goals. The result is the retention of some high performers.</li> </ul>	<ul style="list-style-type: none"> <li>■ Provides little or no additional recognition for high performers and their accomplishments. The result is a failure to retain most high performers.</li> </ul>
<ul style="list-style-type: none"> <li>■ Identifies leadership team members with diverse backgrounds and skillsets. Structures the team with generally clear norms, roles, and responsibilities, but the team does not always function effectively to achieve the school's goals.</li> <li>■ Coaches some leadership team members to strengthen their leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not consider backgrounds or skillsets when identifying leadership team members (e.g., selects team members based on their interest only, selects team members who are easy to work with). Uses weak team structures and team-building strategies, resulting in a leadership team that makes minimal to no contribution to achieving the school's goals.</li> <li>■ Coaches a few leadership team members to strengthen their leadership skills.</li> </ul>

## ON-TRACK INDICATORS

## TALENT (TAL)

## ALL SCHOOLS

- Same Day Attendance Entry
- Teacher Attendance Rate
- Highly Effective & Effective Teacher Retention Rate

*Note: Instructional superintendents will receive data reports containing these On-Track Indicators in November/December and in March/April to inform their Mid-Year and End-of-Year LF Assessments. Principals will also receive the same data reports and refer to these On-Track Indicators to complete their Self-Assessments. These indicators are tracked by SPDI.*

## OTHER INDICATORS AND ARTIFACTS

## TALENT (TAL)

## ELEMENTARY SCHOOLS, EDUCATION CENTERS &amp; MIDDLE SCHOOLS

- Professional Development Attendance
- Staff Satisfaction Survey Results
- Staffing Model & Assignments
- Timeliness of Filling Vacancies
- Review of Sample Staff IMPACT Comments

*Note: Instructional superintendents will review these other performance indicators that are not tracked by SPDI and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*

## HIGH SCHOOLS

- Administrative Team Instructional Assignments
- Teachers Are Assigned to Specific Area

## LEADERSHIP ACTIONS

## SCHOOL CULTURE (SC)

Creates and sustains a strong school culture that supports an effective learning environment.

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Creates a positive, student-centered environment

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Models having a positive rapport and interactions with students, such that most staff members follow suit <i>[Same as Level 3]</i>.</li> <li>■ Establishes many school-wide structures that facilitate positive relationship building between staff members and students, as well as positive student-student interactions.</li> </ul> | <ul style="list-style-type: none"> <li>■ Models having a positive rapport and interactions with students, such that most staff members follow suit.</li> <li>■ Establishes a few school-wide structures (e.g., one-on-one mentoring, advisory periods, student incentive systems), that facilitate positive relationship building between staff members and students, as well as positive student-student interactions.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Creates appropriate structures for periodically recognizing school-wide accomplishments and those of individual students and staff members <i>[Same as Level 3]</i>.</li> <li>■ Creates a culture where students take ownership for praising and celebrating one another's individual and collective successes.</li> </ul>             | <ul style="list-style-type: none"> <li>■ Creates appropriate structures for periodically recognizing school-wide accomplishments and those of individual students and staff members.</li> </ul>  |

## Ensures students meet high academic and behavioral expectations

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>■ Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for all students <i>[Same as Level 3]</i>.</li> <li>■ Embeds school-wide expectations for positive behavior and good academic work by ensuring that staff members use meaningful positive reinforcements in their interactions with students <i>[Same as Level 3]</i>.</li> <li>■ Creates an environment in which students lead their peers toward positive behavior choices with little or no prompting from the adults in the school.</li> </ul> | <ul style="list-style-type: none"> <li>■ Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for all students.</li> <li>■ Embeds school-wide expectations for positive behavior and good academic work by ensuring that staff members use meaningful positive reinforcements in their interactions with students (e.g., offering specific praise to students).</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Invests all staff members and external resource providers in school-wide academic and behavioral expectations.</li> <li>■ Provides frequent feedback to help families understand student progress toward key expectations, including any changes (either positive or negative) in behavioral patterns <i>[Same as Level 3]</i>.</li> <li>■ Partners with families to support student progress toward key expectations by ensuring their voices are included in key decision-making processes.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Invests most staff members and external resource providers in school-wide academic and behavioral expectations.</li> <li>■ Provides frequent feedback to help families understand student progress toward key expectations, including any changes (either positive or negative) in behavioral patterns.</li> </ul>  |

LEVEL 2 (DEVELOPING) <i>The following best describes the principal's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>Promotes a positive rapport between staff members and students, but does not establish any structures that facilitate positive relationship building. Some staff members have a positive rapport with some students, and there is no evidence of negative rapport.</li> </ul>	<ul style="list-style-type: none"> <li>Does not actively promote a positive rapport between staff members and students. There is little or no evidence of a positive rapport between staff members and students; there is evidence that staff members have a negative rapport with a few students.</li> </ul>
<ul style="list-style-type: none"> <li>Sometimes recognizes school-wide accomplishments and those of individual students and staff members.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely or never recognizes staff member or student accomplishments. At times, inappropriately takes personal credit for successes.</li> </ul>
<ul style="list-style-type: none"> <li>Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for some students.</li> <li>Attempts to embed school-wide expectations for positive behavior and good academic work by sharing policies with staff members on how to address students' positive and negative behavior choices.</li> </ul>	<ul style="list-style-type: none"> <li>Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for a few students.</li> <li>Does not effectively embed school-wide expectations for positive behavior and good academic work.</li> </ul>
<ul style="list-style-type: none"> <li>Invests some staff members and external resource providers in school-wide academic and behavioral expectations.</li> <li>Provides occasional feedback to families regarding student progress towards meeting key expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Does not effectively invest staff members and external resource providers in school-wide academic and behavioral expectations.</li> <li>Provides minimal to no feedback to families regarding student progress towards meeting key expectations.</li> </ul>

## LEADERSHIP ACTIONS

## SCHOOL CULTURE (SC)

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Implements effective interventions that support student success

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>■ Frequently reviews key student behavior data with staff members, parents, and students, as appropriate, to identify immediate challenges and emerging issues.</li> <li>■ Enlists the help of the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns <i>[Same as Level 3]</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Periodically reviews key student behavior data (e.g., absences, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges.</li> <li>■ Enlists the help of the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Develops proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of all students.</li> <li>■ Clarifies roles and responsibilities for all school-based intervention staff members to maximize their impact on student learning and development <i>[Same as Level 3]</i>.</li> <li>■ Leverages central office and external resources (e.g., DCPS' Office of Special Education, DCPS' Office of Youth Engagement, community-based organizations) to effectively meet struggling students' needs.</li> </ul> | <ul style="list-style-type: none"> <li>■ Develops proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of most students.</li> <li>■ Clarifies roles and responsibilities for all school-based intervention staff members (e.g., social workers, psychologists, counselors) to maximize their impact on student learning and development.</li> </ul>                               |



<b>LEVEL 2 (DEVELOPING)</b> <i>The following best describes the principal's actions:</i>	<b>LEVEL 1 (INEFFECTIVE)</b> <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>■ Sometimes reviews key student behavior data with staff members, parents, and students, as appropriate, after many challenges surface.</li> <li>■ Struggles to enlist key staff members' help in effectively addressing challenges highlighted by the data.</li> </ul>	<ul style="list-style-type: none"> <li>■ Rarely or never reviews key student behavior data with others, and attempts to address challenges with minimal to no success.</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensures that staff members are able to implement targeted interventions for high-need students, but does not develop a proactive, school-wide support system.</li> <li>■ Clarifies roles and responsibilities for some school-based intervention staff members on how they will maximize their impact on student learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not implement proactive, evidence-based interventions, such that staff members need to focus a significant amount of time addressing acute behavioral challenges.</li> <li>■ Does not clarify roles and responsibilities for any school-based intervention staff members.</li> </ul>

## ON-TRACK INDICATORS

### SCHOOL CULTURE (SC)

ELEMENTARY SCHOOLS	EDUCATION CENTERS & MIDDLE SCHOOLS
<ul style="list-style-type: none"> <li>■ In-Seat Attendance</li> <li>■ Truancy Rate</li> <li>■ # of Suspensions</li> <li>■ # of Students Suspended More than Once</li> </ul>	<ul style="list-style-type: none"> <li>■ In-Seat Attendance</li> <li>■ Truancy Rate</li> <li>■ # of Suspensions</li> <li>■ # of Students Suspended More than Once</li> <li>■ Tardiness</li> <li>■ # of CFSA Referrals</li> </ul>

*Note: Instructional superintendents will receive data reports containing these On-Track Indicators in November/December and in March/April to inform their Mid-Year and End-of-Year LF Assessments. Principals will also receive the same data reports and refer to these On-Track Indicators to complete their Self-Assessments. These indicators are tracked by SPDI.*

## OTHER INDICATORS AND ARTIFACTS

### SCHOOL CULTURE (SC)

ELEMENTARY SCHOOLS, EDUCATION CENTERS & MIDDLE SCHOOLS	
<ul style="list-style-type: none"> <li>■ School Culture (walkthrough)</li> <li>■ School-wide Behavior Plan: Rules, Procedures, Rewards, &amp; Consequences (artifact)</li> <li>■ School Plans: Activities Implemented for Students and Staff Members that Build Spirit/Morale (artifact)</li> </ul>	<ul style="list-style-type: none"> <li>■ Behavior Improvement Plans (artifact)</li> <li>■ Special Activities for Students, Staff Members, Community Prior to Winter Break (artifact)</li> </ul>

*Note: Instructional superintendents will review these other performance indicators that are not tracked by SPDI and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*

HIGH SCHOOLS

- # & % of Students with High Absenteeism (ISA/ASA)
- # & % of 9th Graders Suspended More Than Once
- # & % of 9th Graders Suspended for the First Time

HIGH SCHOOLS

- Behavior Improvement Plans

## LEADERSHIP ACTIONS

## OPERATIONS (OPS)

Ensures efficient school operations and resource management to maximize student learning.

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Efficiently manages school operations

- Conducts frequent facility walkthroughs with custodial and security staff members to ensure campus order, cleanliness, and safety [Same as Level 3].
- Creates and maintains systems that support highly functioning school-based operations (e.g., develops a protocol for class transitions, leverages a school climate committee, leads the development of a comprehensive safety and security plan), such that staff members almost always anticipate and eliminate potential barriers to teaching and learning. The result is a school environment highly conducive to learning.

- Conducts frequent facility walkthroughs with custodial and security staff members to ensure campus order, cleanliness, and safety.
- Sometimes relies on DCPS' school operations team to address barriers to teaching and learning that the school should be able to address on its own. The result is few lapses that interfere with teaching and learning.

- Empowers key staff members to work collaboratively to develop school schedules before the beginning of the school year to meet the diverse learning needs of all students and maximize student learning time.
- Establishes a system for gathering ongoing feedback from the leadership team, other staff members, and students about the implementation of schedules. Makes necessary adjustments throughout the school year.

- Closely manages key staff members on the development of school schedules (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, IEP calendar) to maximize student learning time.
- Periodically monitors the implementation of schedules by gathering feedback from selected staff members and makes necessary adjustments.

## Maximizes impact of limited resources

- Frequently monitors the school's finances, but appropriately delegates day-to-day operations to the business manager or other key staff members in order to focus on instruction. The school spends all budgeted resources for the year.
- Cultivates and leverages relationships with a cross section of central office staff members to add capacity and expertise, particularly at critical times [Same as Level 3].
- Creates opportunities for staff members to build relationships with key central office staff members to foster collaboration in service of both DCPS and school goals.

- Frequently monitors the school's finances, but at times becomes too involved in the day-to-day operations, taking time away from instruction. The school has rare incidents of unspent resources.

- Cultivates and leverages relationships with a cross section of central office staff members to add capacity and expertise, particularly at critical times (e.g., staffing and budget season, school opening, DC CAS testing).

## Fulfills all legal and policy requirements

- Fulfills all compliance and reporting responsibilities on time and with no errors.

- Fulfills almost all compliance and reporting responsibilities on time and with no errors.

## LEVEL 2 (DEVELOPING)

*The following best describes the principal's actions:*

- Conducts occasional facility walkthroughs to monitor how well custodial and security staff members' are ensuring campus order, cleanliness, and safety.
- Frequently relies on DCPS' school operations team to address barriers to teaching and learning that the school should be able to address on its own. The result is occasional lapses that interfere with teaching and learning.

- Develops school schedules with minimal input from staff members. Schedules do not maximize student learning time.
- Sometimes monitors the implementation of schedules, but does not make necessary adjustments.

- Periodically reviews the school budget and finances but not in detail, such that the school year ends with a substantial amount of unspent resources.

- Leverages relationships with a small set of central office staff members, but does not cultivate new partnerships.

- Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities.

## LEVEL 1 (INEFFECTIVE)

*The following best describes the principal's actions:*

- Clarifies high expectations for campus order, cleanliness, and safety with custodial and security staff members, but does not monitor their performance. Low performers often are allowed to stay in these roles even though they are not meeting expectations. The result is frequent lapses that significantly interfere with teaching and learning.

- Develops ineffective school schedules, and rarely or never monitors implementation, resulting in significant loss in student learning time.

- Rarely or never monitors the school budget and finances, such that the school either significantly underspends or is in danger of overspending by the end of the school year.

- Does not leverage central office relationships to support the achievement of the school's goals.

- Fulfills some compliance and reporting responsibilities on time and without errors, but not with other responsibilities.

## ON-TRACK INDICATORS

## OPERATIONS (OPS)

## ELEMENTARY SCHOOLS, EDUCATION CENTERS &amp; MIDDLE SCHOOLS

- % of Projected Enrollment Reached
- % of Students with Residency Verified
- Enrollment Demographics: Free/Reduced Lunch
- Enrollment Demographics: Special Education
- Enrollment Demographics: # of Students by Grade Level
- Special Education: IEP Timeliness
- Special Education: Assessment Timeliness

*Note: Instructional superintendents will receive data reports containing these On-Track Indicators in November/December and in March/April to inform their Mid-Year and End-of-Year LF Assessments. Principals will also receive the same data reports and refer to these On-Track Indicators to complete their Self-Assessments. These indicators are tracked by SPDI.*

## OTHER INDICATORS AND ARTIFACTS

## OPERATIONS (OPS)

## ELEMENTARY SCHOOLS, EDUCATION CENTERS &amp; MIDDLE SCHOOLS

- School Opening Completion (walkthrough)
- School Cleanliness (walkthrough)
- School Schedules (artifact)
- School Budget Preparation Based on Student Needs (artifact)

*Note: Instructional superintendents will review these other performance indicators that are not tracked by SPDI and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*



HIGH SCHOOLS

- % of Projected Enrollment Reached
- % of Students with Residency Verified

HIGH SCHOOLS

- Opening Day Procedures: Distribution of Schedules, Bells, & Parent Information
- Master Schedule
- Building Cleanliness & Transition Management

## LEADERSHIP ACTIONS

## FAMILY &amp; COMMUNITY (FC)

Exercises effective engagement of families and community members to ensure their meaningful involvement in student learning and school success.

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Builds relationships with families and community members

- Prioritizes being visible and available to families and community members, and proactively finds opportunities to engage with them.
- Establishes a school-wide “open door” culture, in which all staff members are focused on high quality customer service, and always welcome and engage with families and community members.

- Prioritizes being visible and available to families and community members, and sets aside time to interact with those who contact the school.
- Models positive interactions with families and community members, inspiring most staff members to follow suit.

- Proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students' homes, and in the neighborhood *[Same as Level 3]*.
- Cultivates a strong base of supporters among families and community members who are passionate about the school's vision and are willing to contribute their time and talents at any given time to achieve the school's goals.
- Motivates disengaged or resistant external stakeholders to help achieve the school's goals.

- Proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students' homes, and in the neighborhood.
- Keeps a strong base of supporters among families and community members well-informed about the school's goals and initiatives in order to seek their assistance during critical times.

## Efficiently responds to families' inquiries and concerns

- Creates a customer service culture in which staff members prioritize responding to all external inquiries and concerns respectfully, comprehensively, and promptly.
- Models and coaches staff members on how to diplomatically handle family members' concerns and requests, and follow up until the inquiries are satisfactorily addressed *[Same as Level 3]*.

- Clearly and consistently communicates the expectation that staff members need to respond to all family inquiries and concerns respectfully, comprehensively, and promptly, as well as consistently monitors whether staff members are meeting the expectation.
- Models and coaches staff members on how to diplomatically handle family members' concerns and requests, and follow up until the inquiries are satisfactorily addressed.

- Creates a problem-solving culture, in which staff members proactively reach out to and partner with families to resolve student issues before they become larger concerns.
- Models collaborative problem-solving with families on school-wide challenges *[Same as Level 3]*.

- Coaches staff members on how to engage families as partners in addressing student issues and developing an action plan with clearly defined next steps for all parties involved.
- Models collaborative problem-solving with families on school-wide challenges.

LEVEL 2 (DEVELOPING) <i>The following best describes the principal's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>■ Is sometimes visible and available to families and community members, but does not prioritize this over other activities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Is rarely or never available to families and communities members.</li> </ul>
<ul style="list-style-type: none"> <li>■ Attempts to interact and build relationships with families and community members at school functions, but does not proactively work to enlist a broad base of support for achieving the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not effectively interact and build relationships with families and community members, resulting in a lack of support for important school initiatives.</li> </ul>
<ul style="list-style-type: none"> <li>■ Communicates the expectation that staff members need to respond to all family inquires and concerns respectfully, comprehensively, and promptly, but does not consistently monitor whether staff members are meeting the expectation.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not clearly or consistently communicate customer service expectations.</li> </ul>
<ul style="list-style-type: none"> <li>■ Clearly communicates expectations that staff members work with families to quickly and effectively resolve student issues, but does not model or coach staff members on how to engage in effective collaborative problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not clearly communicate expectations about collaborative problem-solving with families or does not model this behavior.</li> </ul>

## LEADERSHIP ACTIONS

## FAMILY &amp; COMMUNITY (FC)

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Shares information with families to support their children's success

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Periodically communicates with families about the school's progress towards its goals <i>[Same as Level 3]</i>.</li> <li>■ Establishes a culture in which staff members take it upon themselves to use a variety of high-impact communication channels to ensure that families receive timely and relevant information about school events, programs, and interventions in a language accessible format. Most families actively participate in key activities that support the school's goals.</li> </ul> | <ul style="list-style-type: none"> <li>■ Periodically communicates with families about the school's progress towards its goals.</li> <li>■ Clearly and consistently communicates expectations that staff members share timely and relevant information about school events, programs, and interventions with families in a language accessible format. Some families actively participate in key activities that support school's goals.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Establishes a culture in which all staff members take it upon themselves to proactively reach out to families, make home visits as necessary, and provide up-to-date information about student progress towards individual learning goals.</li> </ul>   | <ul style="list-style-type: none"> <li>■ Clearly and consistently communicates expectations that teachers proactively provide up-to-date information about student progress towards individual learning goals.</li> <li>■ Periodically follows up with teachers to ensure that they have reached out to families about student progress.</li> </ul>   |

## LEVEL 2 (DEVELOPING)

*The following best describes the principal's actions:*

- Sometimes informs families about the school's progress towards its goals.
- Inconsistently communicates expectations that staff members provide families with basic information about school events. Some families cannot access the communications and, as a result, miss opportunities to participate in key school activities.
- Inconsistently communicates expectations that teachers proactively reach out to families to provide information about student progress towards individual learning goals with minimal follow up, such that some teachers reach out to families.

## LEVEL 1 (INEFFECTIVE)

*The following best describes the principal's actions:*

- Rarely or never informs families about the school's progress towards its goals.
- Does not clearly or consistently communicate expectations that staff members provide families with basic information about school events. Most families miss opportunities to participate in key school activities.
- Does not clearly or consistently communicate expectations for how teachers should connect with families about student progress, such that few teachers reach out to families.

## ON-TRACK INDICATORS

## FAMILY &amp; COMMUNITY (FC)

## EDUCATION CENTERS &amp; MIDDLE SCHOOLS

- # of Phone Calls Home to Students with First Day Absences

*Note: Instructional superintendents will receive data reports containing these On-Track Indicators in November/December and in March/April to inform their Mid-Year and End-of-Year LF Assessments. Principals will also receive the same data reports and refer to these On-Track Indicators to complete their Self-Assessments. These indicators are tracked by SPDI.*

## OTHER INDICATORS AND ARTIFACTS

## FAMILY &amp; COMMUNITY (FC)

## ELEMENTARY SCHOOLS, EDUCATION CENTERS &amp; MIDDLE SCHOOLS

- Back to School Date and Plans (artifact)
- LSAT Meeting Schedule (artifact)
- PTA Meeting Schedule (artifact)
- First Newsletter to Parents/Community (artifact)
- Parent Outreach Activities: Meetings, Events, Newsletters (artifact)
- School Assemblies (artifact)
- Signs Posted in English & Other Languages Commonly Spoken in the School Community (walkthrough)
- Parent Materials, Brochures, & Internet-Connected Computers in Parent Resource Room (walkthrough)

*Note: Instructional superintendents will review these other performance indicators that are not tracked by SPDI and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*




HIGH SCHOOLS	
<ul style="list-style-type: none"><li>■ Back to School Night Date &amp; Agenda</li><li>■ Parent/Student Handbooks</li></ul>	<ul style="list-style-type: none"><li>■ Parent Outreach</li></ul>

## LEADERSHIP ACTIONS

## PERSONAL LEADERSHIP (PL)

Demonstrates reflective, solution-oriented, culturally proficient, and resilient leadership.

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Engages in continuous self-improvement

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Creates a school-wide culture of continuous improvement, in which staff members and students (including school leader) always give, solicit, and act on positive and constructive feedback.</li> <li>■ Appropriately balances humility and confidence <i>[Same as Level 3]</i>.</li> </ul>  | <ul style="list-style-type: none"> <li>■ Almost always gives constructive feedback to staff members based on observations of their work.</li> <li>■ Almost always solicits constructive feedback from staff members and other stakeholders and actively seeks to improve both personal and school-wide practices based on the feedback.</li> <li>■ Appropriately balances humility and confidence.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Always seeks out opportunities to learn and grow <i>[Same as Level 3]</i>.</li> <li>■ Always applies new learning from professional development opportunities to own practice, and shares learning with staff members.</li> <li>■ Creates a safe environment in which staff members feel comfortable taking calculated risks because mistakes and failures are seen as learning opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>■ Always seeks out opportunities to learn and grow.</li> <li>■ Almost always applies new learning from professional development opportunities to own practice.</li> <li>■ Often uses mistakes as learning opportunities by sharing personal stories of key lessons learned from own mistakes.</li> </ul>   |

## Communicates effectively

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Always tailors communication style and messaging, as appropriate, given the desired outcomes, audience, and venue <i>[Same as Level 3]</i>.</li> <li>■ Coaches staff members on how to be effective communicators based on their specific developmental needs.</li> </ul> | <ul style="list-style-type: none"> <li>■ Always tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience (e.g., students, teachers, families, community members, central office staff members), and venue.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Actively listens to stakeholders, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues <i>[Same as Level 3]</i>.</li> <li>■ Seeks out divergent thinkers when making key decisions.</li> </ul>                   | <ul style="list-style-type: none"> <li>■ Actively listens to stakeholders, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues.</li> <li>■ Is open to diverse perspectives when making key decisions.</li> </ul>      |

LEVEL 2 (DEVELOPING) <i>The following best describes the principal's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>■ Sometimes gives constructive feedback to staff members based on observations of their work.</li> <li>■ Sometimes asks for staff members' feedback but often does not act on their suggestions.</li> <li>■ Demonstrates some humility.</li> </ul>	<ul style="list-style-type: none"> <li>■ Rarely or never gives constructive feedback to staff members.</li> <li>■ Rarely or never acts on unsolicited feedback from staff members.</li> <li>■ Demonstrates little or no humility.</li> </ul>
<ul style="list-style-type: none"> <li>■ Expresses an interest in own learning and growth, but only sometimes seeks out professional development opportunities.</li> <li>■ Sometimes uses mistakes as learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Rarely or never participates in professional development opportunities outside of centrally mandated ones.</li> <li>■ Rarely or never admits responsibility for, or learns from, mistakes.</li> </ul>
<ul style="list-style-type: none"> <li>■ Sometimes tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not effectively tailor verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue.</li> </ul>
<ul style="list-style-type: none"> <li>■ Struggles to fully hear and understand what stakeholders are communicating.</li> <li>■ Relies on a narrow set of perspectives when making key decisions.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not fully hear and understand what stakeholders are communicating.</li> <li>■ Makes key decisions with minimal or no input from others.</li> </ul>

## LEADERSHIP ACTIONS

## PERSONAL LEADERSHIP (PL)

## LEVEL 4 (HIGHLY EFFECTIVE)

*The following best describes the principal's actions:*

## LEVEL 3 (EFFECTIVE)

*The following best describes the principal's actions:*

## Demonstrates cultural competence

- Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic *[Same as Level 3]*.
- Is always effective in working with students, staff, and families of diverse backgrounds.
- Proactively engages in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning *[Same as Level 3]*.
- Proactively ensures that school policies and practices do not limit opportunities for groups of students or their families.

- Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic.
- Is almost always effective in working with students, staff, and families of diverse backgrounds.
- Proactively engages in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning.

## Perseveres in the face of obstacles

- Always maintains mental focus, energy, and resilience in the face of obstacles.
- Achieves positive outcomes in almost all challenging situations *[Same as Level 3]*.
- Develops a relentless drive for results in others.
- Anticipates and proactively addresses potential resistance.
- Does not allow momentary setbacks or isolated failings to impede progress towards the school's goals.
- Models using resistance, setbacks, and failure as opportunities to learn and grow.

- Almost always maintains mental focus, energy, and resilience in the face of obstacles.
- Achieves positive outcomes in almost all challenging situations.
- Effectively overcomes resistance.
- Rarely allows momentary setbacks or isolated failings to impede progress towards the school's goals.

LEVEL 2 (DEVELOPING) <i>The following best describes the principal's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the principal's actions:</i>
<ul style="list-style-type: none"> <li>■ Creates an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic, but struggles to sustain it.</li> <li>■ Is sometimes effective in working with students, staff, and families of diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>■ Does not create an inclusive environment and frequently has difficulty working effectively with students, staff, and families of diverse backgrounds.</li> </ul>
<ul style="list-style-type: none"> <li>■ Engages in open and honest conversations with staff members about diversity only in response to acute problems (e.g., a staff member's use of biased language).</li> </ul>	<ul style="list-style-type: none"> <li>■ Rarely or never engages in open and honest conversations with staff members about diversity.</li> </ul>
<ul style="list-style-type: none"> <li>■ Sometimes maintains mental focus and energy in the face of obstacles.</li> <li>■ Achieves positive outcomes in some challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Rarely or never maintains mental focus and energy in the face of obstacles.</li> <li>■ Achieves positive outcomes in few challenging situations.</li> </ul>
<ul style="list-style-type: none"> <li>■ Is sometimes overtaken by resistance, setbacks, or failure, allowing them to impede progress towards the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ Frequently becomes defensive or defeated in the face of resistance, setbacks, or failure, such that the school's progress often stalls.</li> </ul>

## ON-TRACK INDICATORS

### PERSONAL LEADERSHIP (PL)

- N/A

## OTHER INDICATORS AND ARTIFACTS

### PERSONAL LEADERSHIP (PL)

#### ALL SCHOOLS

- Attendance at Leadership Academies & Summer Leadership Academy
- Facilitation of Leadership Academy Sessions
- Participation in Optional Internal or External Professional Learning Opportunities
- Participation in Advisory Committees or Task Forces

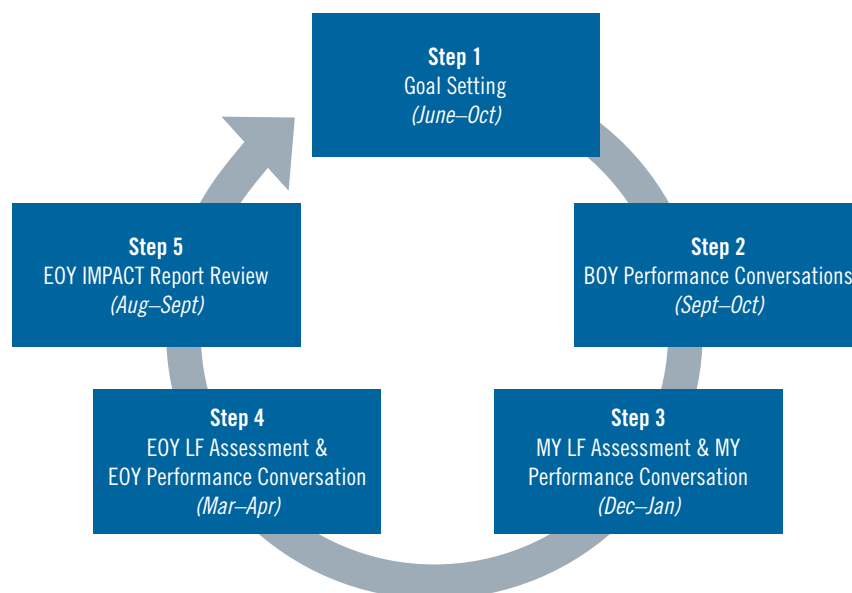
*Note: Instructional superintendents will review these other performance indicators that are not tracked by SPDI and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*





# SCHOOL LEADER IMPACT PROCESS

The annual evaluation process for principals has the following five major steps:



## Step 1: Goal Setting

The chancellor goal setting process starts in June as part of the Comprehensive School Plan (CSP) development process. Over the summer, you will complete a needs assessment with your staff, reflecting on last year's school challenges and root causes, and strategically set initial academic goals for the next five years with your instructional superintendent to support the Capital Commitment Goals. In response to a key piece of feedback about the need to closely align chancellor goal setting with the CSP process, the draft goals you set as part of the CSP process are the same goals you will discuss with the chancellor.

Meeting with the chancellor is the next phase of this process, which begins in late August or early September. The chancellor goal setting meeting will give you an opportunity to discuss your academic goals and plans for the upcoming school year together with the chancellor and your instructional superintendent.

To ensure a data-driven discussion, both the chancellor and the principal will review, in advance, school-specific data. Data sources will include: a DC CAS Proficiency Report, SPDI data sheets (on Teaching and Learning, Job-Embedded Professional Development, Safe and Effective Learning Environment, Special Education, and Leadership), and the latest version of the school's CSP.

You will discuss the following topics with the chancellor in this annual conversation:

- Your previous year's school performance data, focusing on the school's areas of strengths and needs;
- Your five year goals;
- This year's goals (which have been drafted as part of the CSP process), key strategies and resources needed for the upcoming year to achieve the goals; and
- Your own leadership growth area(s).

You will leave the meeting with final goals for the school year.

## Step 2: Beginning-of-Year Performance Conversation

In the fall, when you have finalized your student achievement goals and reviewed the previous year's End-of-Year IMPACT report, you will meet with your instructional superintendent to:

- Reflect on last year's accomplishments;
- Revisit the finalized student achievement goals and the key strategies for meeting the goals;
- Identify priority Leadership Framework aligned metrics (Refer to the "On-Track Indicators" and "Other Indicators and Artifacts" sections of the enhanced LF rubric) that you will use to monitor your progress towards your student achievement goals; and
- Discuss key areas of growth and the targeted professional learning opportunities you should engage in for continuous self-improvement.

We all know that great school leadership matters a lot in ensuring that our students learn and grow. As a district, we recognize the need to provide additional professional learning opportunities to our school leaders. For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.

## Step 3: Mid-Year LF Assessment and Mid-Year Performance Conversation

In November, the Mid-Year LF Assessment process will begin with your self-assessment of your performance in leading your school towards your goals since the beginning of the school year. Many of you have conducted self-assessments in the past, but this year we will formalize and require this aspect of the Mid-Year LF Assessment process. When completing your self-assessment, you will only write comments for each of the six LF standards; you will **not** be expected to give a rating of 1–4 for each LF standard. In your comments, you will use the Leadership Framework metrics as evidence. In other words, you will highlight the interim results you were able to achieve that support your accomplishments and areas of growth. To facilitate this process, we will provide a data report that captures your school's results-to-date on the On-Track Indicators for all LF standards outlined in the enhanced LF rubric. See the next page for some examples of these indicators. Your instructional superintendent will have access to the same data report as he/she assesses your performance at mid-year, helping to ensure consistency and transparency in the evaluation process.

## SELECT EXAMPLES

		Instruction	Talent	School Culture	Operations	Family & Community	Personal Leadership
<b>EVALUATOR COLLECTS</b>	<b>Observations</b>	• Strengths & areas of development observed during walkthroughs					
<b>LF DATA REPORT</b>	<b>On-Track Indicators</b>	<ul style="list-style-type: none"> <li>• PIA</li> <li>• TRC</li> <li>• DIBELS</li> <li>• Gold</li> <li>• SRI</li> <li>• Think Through Math (Apangea)</li> <li>• SAT/ACT &amp; PSAT</li> <li>• Course Pass Rate</li> </ul>	<ul style="list-style-type: none"> <li>• Same Day Attendance Entry</li> <li>• Teacher Attendance Rate</li> <li>• Highly Effective and Effective Teacher Retention Rate</li> </ul>	<ul style="list-style-type: none"> <li>• In-Seat Attendance</li> <li>• Truancy Rate</li> <li>• Suspension Rate</li> <li>• Tardiness</li> <li>• High Absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Projected Enrollment Reached</li> <li>• Residency Verified</li> <li>• IEP Timeliness</li> <li>• Special Ed Assessment Timeliness</li> </ul>	<ul style="list-style-type: none"> <li>• Phone Calls Home to Students with First Day Absences</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>EVALUATOR REVIEWS</b>	<b>Other Indicators and Artifacts</b>	<ul style="list-style-type: none"> <li>• CCSS Literacy and Math Instruction</li> <li>• Academic Intervention</li> <li>• ELL/SPED Walkthroughs</li> <li>• First Week Plans</li> <li>• Short-Cycle Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Satisfaction Survey Results</li> <li>• Staffing Model &amp; Assignments</li> <li>• Timeliness of Filling Vacancies</li> <li>• Review of Sample Staff IMPACT Comments</li> </ul>	<ul style="list-style-type: none"> <li>• School-Wide Behavior Plan</li> <li>• School Plans</li> <li>• Special Activities for Students, Staff Members, Community Prior to Winter Break</li> <li>• Behavior Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>• School Opening Completion</li> <li>• School Cleanliness</li> <li>• School Schedules</li> <li>• School Budget Preparation Based on Student Needs</li> </ul>	<ul style="list-style-type: none"> <li>• Back to School Date and Plans</li> <li>• LSAT Meeting Schedule</li> <li>• PTA Meeting Schedule</li> <li>• First Newsletter to Parents/Community</li> <li>• School Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at Leadership Academies &amp; SLA</li> <li>• Facilitation of Leadership Academy Sessions</li> <li>• Participation in Optional PD</li> </ul>

Once your self-assessment has been completed, your instructional superintendent will complete initial Mid-Year LF scores and comments based on your performance, taking into account various data points from your self-assessment, various On-Track Indicators, Other Indicators and Artifacts, and his/her own observation notes since the beginning of the school year.

In early January, all instructional superintendents will meet with the chancellor as a group to collectively discuss all principal Mid-Year LF scores and overall progress towards Capital Commitment Goals. The purpose of this Mid-Year Performance Review meeting will be discussed in more detail in a later section.

**Key Date:** Mid-Year LF scores and comments for all principals will be completed and finalized by **January 15, 2013**.

Shortly after this Mid-Year Performance Review meeting, your instructional superintendent will hold a one-on-one performance conversation with you to review your performance to date, celebrate key accomplishments, identify key areas where you will need to focus more of your attention to meet your goals, and finalize your Mid-Year LF scores and comments in the IMPACT database by January 15.

## Step 4: End-of-Year LF Assessment and End-of-Year Performance Conversation

In March, the End-of-Year LF Assessment process will begin with your self-assessment of your performance in leading the school towards your goals since the middle of the school year. The End-of-Year LF Assessment process will be the same as the Mid-Year LF Assessment process mentioned previously. When conducting your self-assessment, you will only write comments for each of the six LF standards, highlighting the additional interim results you were able to achieve that support your accomplishments and areas of growth. Again, to facilitate this process, we will provide another data report that captures your school's results-to-date since the Mid-Year LF Assessment on the On-Track Indicators for all LF standards outlined in the enhanced LF rubric.

Once your self-assessment has been completed, your instructional superintendent will complete initial End-of-Year LF scores and comments based on your performance, taking into account various data points from your self-assessment, various On-Track Indicators, Other Indicators and Artifacts, and his/her own observation notes since the middle of the school year.

In late April, all instructional superintendents will meet with the chancellor as a group to collectively review all of your average Mid-Year LF and End-of-Year LF scores and your overall progress towards your annual goals and the overall Capital Commitment Goals. The purpose of this End-of-Year Performance Review meeting will be discussed in more detail in a later section.

Shortly after this End-of-Year Performance Review meeting, your instructional superintendent will hold a one-on-one performance conversation with you to review your performance to date and finalize your End-of-Year LF scores and comments in the IMPACT database by May 1.

**Key Date:** End-of-Year LF scores and comments for all principals will be completed and finalized by **May 1, 2013.**

## Step 5: End-of-Year IMPACT Report Review

When DC CAS results and other End-of-Year data become available in late July or early August, we will be able to assess whether or not you have met the student achievement goals you set with the chancellor at the beginning of the year.

This year is the first year we will generate final IMPACT ratings for all school leaders. To ensure accurate and fair ratings for all school leaders, all instructional superintendents will meet with the chancellor one more time to collectively discuss all principals' final IMPACT ratings. The purpose of this Final IMPACT Ratings Meeting will be discussed in more detail in a later section.

Once the overall IMPACT ratings of have been finalized, you will be able to view your End-of-Year IMPACT report in the IMPACT database.



# SUPPORTING YOUR SUCCESS

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing school leaders and educators with outstanding support is a top district priority.

Below you will find more information about professional learning opportunities designed to help you improve your leadership practice.

## Instructional Superintendents' Targeted Support

During the 2010–11 school year, we doubled the number of instructional superintendents to provide increased capacity for them to support school leaders. This shift has allowed instructional superintendents to spend more of their time at their principals' schools, performing walkthroughs and sharing specific and timely feedback based on what they have observed. They are also able to bring all principals together as a cluster on a monthly basis to provide key updates and to engage in customized professional development opportunities based on their principals' collective developmental needs.

## Leadership Development Series

This year, DCPS is introducing a professional development series aligned to the revised LF standards and rubric. We value your leadership growth and seek to provide the continual learning opportunities you desire in order to tap into your true potential. We encourage you to reflect on growth areas that you collaboratively identified with your instructional superintendent. You may choose to enroll in a course as a refresher for past learning or as way to push yourself and grow with new content. Either way, the courses are designed to provide valuable and substantive content aligned to the enhanced LF standards, practical strategies that will connect your learning with your leadership practice along with opportunities to engage in small group discussion and analysis. The courses listed below are intended to build knowledge and skills as well as a sense of community among DCPS school leaders.

- Leading the Consistent Implementation of Instructional Expectations (*2 sessions*)
- Leadership Coaching for High Performance (*4 sessions plus 4–6 one-on-one coaching sessions*)
- Transforming School Culture (*3 sessions*)
- Response to Intervention (*2 sessions*)
- Engaging Families in their Students' Learning and their School's Improvement (*4 sessions*)
- Adaptive Leadership (*5 sessions*)
- Culturally Responsive Teaching and Learning (*2 sessions*)

The series is open to all current principals and assistant principals. Participants must attend all sessions within their selected course. We are excited to provide these opportunities for continued leadership development and professional learning conversations.

## Summer Leadership Academy and Leadership Academy

Every summer, you will continue to come together with your fellow principals and assistant principals at the DCPS Summer Leadership Academy (SLA) to ensure that our work drives us towards our bold ambitions. SLA builds the capacity of school leaders to:

- Effectively open and manage schools to strong performance in the upcoming school year in academic, cultural and socio-emotional areas;
- Connect and collaborate with colleagues within and across clusters; and
- Motivate their school communities through leadership full of energy, excitement and inspiration.

Academic Leadership Team (ALT) members from each school also will participate in parts of these professional development and learning sessions. The key learning strands for SLA will include the Plan, Teach and Increase Effectiveness components of the Teaching and Learning Framework as well as Leadership Development.

Following the SLA, all principals and assistant principals will meet periodically over the course of the school year to engage in further leadership development courses in priority LF areas. For example, the courses may include a focus on transforming staff culture and developing talent for school success as well as in-depth discussions about the best ways to implement DCPS' academic priorities.

## **Georgetown's Executive Masters in Leadership Degree Program**

Georgetown University's Executive Masters in Leadership (EML) degree program for DCPS principals is an exciting opportunity for DCPS principals to earn an EML degree as they continue to reflect on and improve their leadership skills. The program will include the development of a personal leadership action plan and executive coaching. Applications will be due in October and the program will launch with a weekend-long retreat in January 2013. Classes will then be held approximately every other weekend to fit the busy schedules of education professionals with graduation planned for December 2013.

## **Support for New School Leaders**

To ensure that our new school leaders — those who are new to the principalship or those who are new to DCPS — are set up for success, support for new principals starts with a week-long New Principal Orientation (NPO) over the summer. NPO's overall objective is to expose new school leaders to a broad array of system-wide priorities and initiatives as well as specific policies and procedures to help them start the school year on a positive note. During the 2012–13 school year, DCPS will provide new principals with a series of approximately monthly professional development sessions designed to: (1) strengthen their leadership skills and improve their leadership practice in key LF domains/standards, leading their schools towards higher levels of achievement for all students; (2) build a professional learning community with their peers, and their DCPS principal colleagues, for support; and (3) coach principals to develop strategies for success.

## **Mary Jane Patterson Fellowship (DCPS Aspiring Leaders Program)**

Highly Effective and Effective principals will be tapped and trained to help support the Patterson Fellows throughout their learning journey, which will help strengthen their mentoring and coaching skills.

Mary Jane Patterson (1840–94) was the first black principal at Paul Lawrence Dunbar High School. With the Patterson Fellowship, which is named in her honor, DCPS is launching its own aspiring leaders program. This fellowship will prepare high-performing DCPS employees for principal positions in DCPS schools. Fellows will complete an 18-month journey characterized by rich learning experiences. Fellows will serve in school leadership roles while participating in rigorous, cohort-based leadership training. The goal of the program is to develop leadership capacity from within DCPS and create a pipeline of highly-skilled candidates for principal vacancies.

Patterson Fellows will be DCPS employees whose personal leadership has contributed to school improvement. The inaugural cohort of 12–15 Patterson Fellows will begin their leadership training in January 2013.



# PUTTING IT ALL TOGETHER

This section is designed to help you understand how all of the components of your assessment will come together to form an overall annual IMPACT rating.

While redesigning the School Leader IMPACT process this past year, we identified a few key factors that influenced how we will generate an overall IMPACT rating for each school leader. In previous years, the challenge has been the timing of when DC CAS and other student achievement data are available for a given school year. This made it difficult to identify our highest performing principals through student achievement results before the end of the summer. Similarly, the chancellor and DCPS leadership want to confirm schools with leadership changes as early as possible in the spring in order to effectively transition out a current principal and bring a new principal onboard to plan for the upcoming school year.

First, we still need to confirm reappointment decisions before DC CAS results become available in the summer. To increase the transparency of the reappointment process and to further clarify how and when these decisions are made, the revised School Leader IMPACT process draws a more explicit link between LF Assessments and the re-appointment decision-making process. We articulate below a clear guiding principle for determining who will be considered for potential non-reappointment to his/her current position.

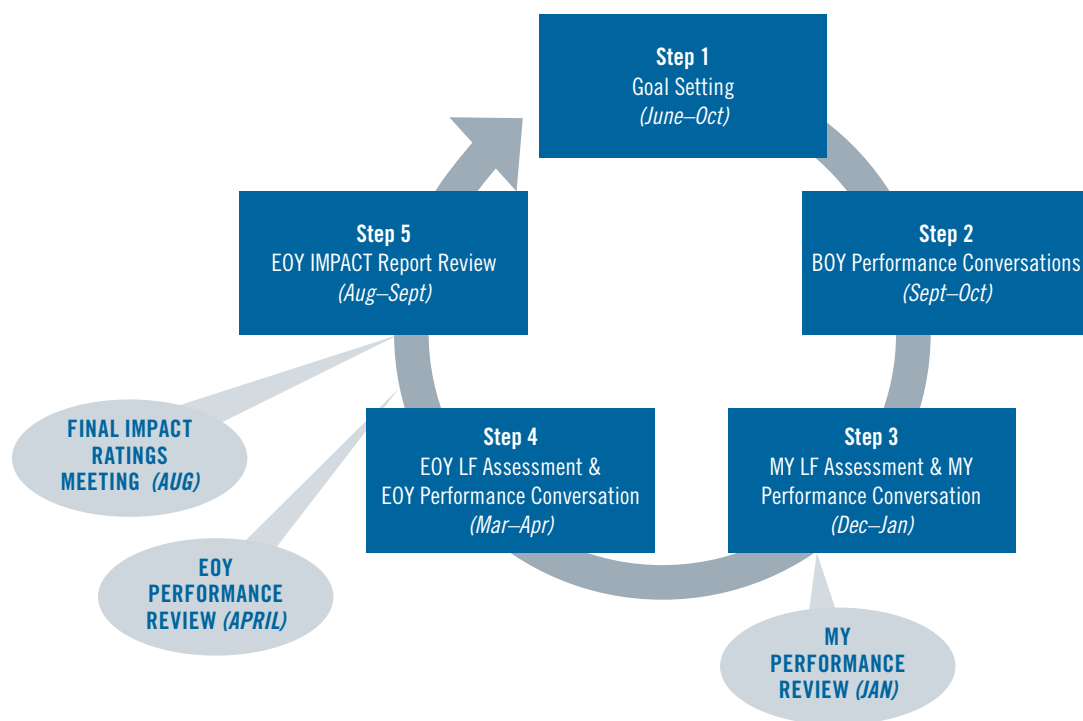
- Principals with at least a 3.0 average MY LF and EOY LF score will **not** be considered for non-reappointment.
- Principals with less than a 3.0 average MY LF and EOY LF score will be considered for non-reappointment.

We are able to make this explicit link because the enhanced LF rubric is more rigorous and robust and LF scores will be based on data-driven evidence. We believe that the On-Track Indicators and Other Indicators outlined in the LF rubric will be indicative of each principal's progress towards achieving his/her student achievement goals.

In addition to the LF score, which includes concrete indicators and evidence, reappointment decisions will consider the following factors:

- School leader's length of time in the school;
- School leader's performance history;
- Student achievement performance trends over time; and
- School context (i.e., significant shifts in student populations, school level/size, the school's staffing model).

Chancellor discretion, informed by various performance metrics outlined in the School Leader IMPACT system, also plays a role in reappointment decisions. In very rare cases, the chancellor may opt not to reappoint a principal who is rated above a 3.0 average on the LF rubric.



- **Mid-Year Performance Review:** The first of these meetings occurs during the middle of the school year. The instructional superintendents will use this time to review and discuss each other’s initial MY LF scores and metrics. This will be our continuous effort as a district to discuss and agree on what excellent school leadership looks like and identify ways for instructional superintendents and other DCPS leaders, as needed, to better support you to improve student achievement during the remainder of the school year.
- **End-of-Year Performance Review:** The second of these meetings occurs in April. Similar to the Mid-Year Performance Review, the instructional superintendents will use this time to discuss and review each other’s initial EOY LF scores and metrics. This is also the meeting when instructional superintendents and the chancellor will make initial reappointment decisions based on the criteria outlined above.
- **Final IMPACT Ratings Meeting:** Once DC CAS results are available, instructional superintendents will meet again with the chancellor to finalize the overall annual IMPACT ratings for each principal. In preparation for this meeting, each instructional superintendent will make recommendations on the final IMPACT rating for their principals based on the MY LF score, EOY LF score, and their school’s progress toward each of their student achievement goals.

### What will the School Leader IMPACT ratings be and what do these ratings mean?

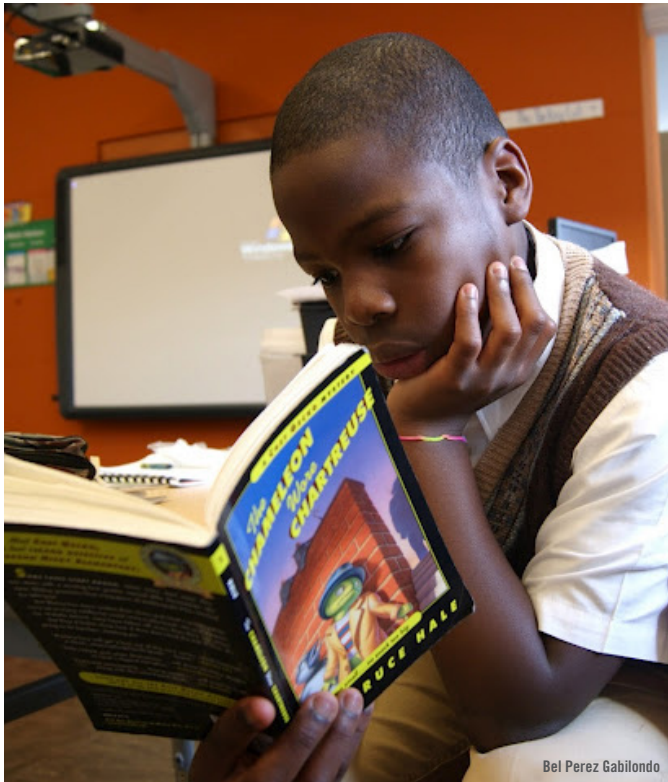
- **Highly Effective:** This rating signifies outstanding performance. School leaders who earn Highly Effective ratings are considered for Standing Ovation Awards, tapped for district leadership opportunities, and will receive performance bonuses.
- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Developing:** This rating signifies performance that is below expectation. Instructional superintendents will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources.
- **Ineffective:** This rating signifies unacceptable performance. Individuals who are non-reappointed will receive this rating and will be removed from a principal position in the system.

## What does a sample End-of-Year School Leader IMPACT report look like?

Below is a sample End-of-Year School Leader IMPACT report, putting all of the components together.

### SAMPLE EOY IMPACT REPORT

LEADERSHIP FRAMEWORK STANDARDS		COMPONENT SCORE	AVERAGE SCORE
Mid-Year LF Assessment (MY LF)		3.24	3.41
End-of-Year LF Assessment (EOY LF)		3.58	
STUDENT ACHIEVEMENT GOALS	GOAL	ACTUAL	IMPACT RATING
DC CAS Proficiency Goals (DPG)			Instructional superintendent recommends final IMPACT rating based on goal attainment and other contextual information. Rating will be finalized during the Final IMPACT Ratings Meeting.
Reading	38%	43%	
Mathematics	41%	49%	
DC CAS Subcategory Goals (DSG)			
Reading	6% BB	13% BB	
Mathematics	12% BB	12% BB	
School-Specific Goal (SSG)			
% of 4-year high school students on track to graduate	56%	68%	
FINAL IMPACT RATING			HIGHLY EFFECTIVE



# CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

Our new strategic plan, *A Capital Commitment*, is an ambitious vision of what our collective impact will be in five years, and it is our opportunity — as individual educators and school leaders, as an entire school system, and as a broader community — to truly prove what’s possible.

While the goals we have set for the next five years are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.













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